

**Texas Education Agency
Standard Application System (SAS)**

2014–2016 Educator Excellence Innovation Program		
Program authority:	General Appropriations Act, Article III, Rider 47, 83 rd Texas Legislature	FOR TEA USE ONLY <small>Write NOGA ID here:</small>
Grant period:	April 1, 2014, to August 31, 2016	
Application deadline:	5:00 p.m. Central Time, Thursday, January 23, 2014	
Submittal information:	Four complete copies of the application, at least three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: <div style="text-align: center;"> Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin TX 78701-1494 </div>	<div style="writing-mode: vertical-rl; transform: rotate(180deg);"> Received Texas Education Agency Document Control Center JAN 23 09:12:57 Place date stamp here. </div>
Contact information:	Tim Regal: Tim.Regal@tea.state.tx.us (512) 463-0961	

Schedule #1—General Information

Part 1: Applicant Information

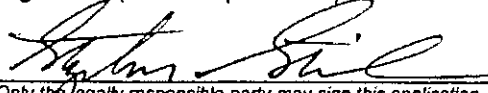
Organization name Athens ISD	Vendor ID # 1756000130	Mailing address line 1 104 Hawn Street	
Mailing address line 2	City Athens	State TX	ZIP Code 75751-
County-	US Congressional		
District # Campus number and name 107-901	ESC Region # 7	District # 5	DUNS # 040393738
Primary Contact			
First name Renee	M.I. M.	Last name Campbell	Title Elementary Curriculum Coord.
Telephone # 903-677-6965	Email address reneecampbell@athensisd.net		FAX # 903-677-6908
Secondary Contact			
First name Janle	M.I. J.	Last name Sims	Title Assistant Superintendent
Telephone # 903-677-6903	Email address jsims@athensisd.net		FAX # 903-677-6908

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name Stephen	M.I. B.	Last name Stiles	Title Superintendent
Telephone # 903-677-6903	Email address bstiles@athensisd.net		FAX # 903-677-6908
Signature (blue ink preferred)			Date signed


Only the legally responsible party may sign this application.

Schedule #1—General Information (cont.)

County-district number or vendor ID: 107-901

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	X	<input type="checkbox"/>
8	Professional and Contracted Services (6200)	X	<input type="checkbox"/>
9	Supplies and Materials (6300)	X	<input type="checkbox"/>
10	Other Operating Costs (6400)	X	<input type="checkbox"/>
11	Capital Outlay (6600/15XX)	X	<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 107-901

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
X	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
X	I certify my acceptance of and compliance with the <u>program guidelines for this grant</u> .
X	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
X	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 107-901

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

X I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	Monitor and ensure practice alignment to ensure that each Educator Excellence Innovation Program (EEIP) practice works in concert with all other EEIP practices to enhance administrative and educator effectiveness and efficiency.
4.	Monitor and ensure that EEIP practices lead to the improvement in student learning and student academic performance.
5.	The EEIP plan must be developed by the district-level planning and decision-making committee under the TEC, Chapter 11, Subchapter F.
6.	Approval from TEA prior to modifying the district's local educator excellence innovation plan practices as they are described in the district's original application.
7.	Participation in required technical assistance activities established by TEA, including assistance in implementing EEIP practices.

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Schedule #4—Request for Amendment

County-district number or vendor ID: 107-901

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the TEA Grant Opportunities page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend" guidance posted in the Amendments section of the Division of Grants Administration Grant Management Resources page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600/ 15XX	\$	\$	\$	\$
6.	Total direct costs:		\$	\$	\$	\$
7.	Indirect cost (%):		\$	\$	\$	\$
8.	Total costs:		\$	\$	\$	\$

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Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 107-901

Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	# of Schedule Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 107-901

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

The goal of the program is to systematically transform educator quality and effectiveness through improved and innovative district-level recruitment, hiring, induction, professional development, strategic compensation, career pathways, and retention. Our program seeks to transform district administrative practices to improve quality and effectiveness of student learning and student academic performance for our student population which contains a significant number of economically disadvantaged children. (District-wide 73%)

- **Induction and Mentoring-** Our program will be closely aligned with the TAP system, utilizing TAP best practices to offer multiple career paths for teachers. These roles will include classroom teachers, mentor teachers, and instructional coaches. The four targeted campuses will have two instructional coaches. These coaches will evaluate and provide both instructional and leadership support to all teachers on campus. This process includes modeling and co-teaching, analyzing data to facilitate academic growth and providing weekly professional development based on campus needs. The professional development will be ongoing, specific, and embedded within the work week. Professional development will provide teachers with research-based instructional strategies that have been proven to produce learning gains for students. Mentor teachers at each campus will work with small groups of teachers to provide additional support, including additional modeling and evaluation.
- **Evaluation-** The district will use the National Institute for Excellence in Teaching (NIET) evaluation rubric to ensure comprehensive alignment of evaluation procedures across all campuses. These observations will provide timely and frequent (minimum of 2 per semester) diagnostic feedback to teachers on both pedagogical and professional performance. Pre and Post conferences will be included in all announced observations, and a Post conference with all unannounced observations.
- **Professional Development and Collaboration-** Student achievement and teacher learning increases when professional development is teacher-led, ongoing and collaborative (Desimone, Porter, Garet, Yoon & Birman, 2002). Teachers will receive one-on-one coaching from instructional coaches and mentor teachers during weekly, embedded, teacher cluster groups, which are professional learning communities within themselves. During these weekly meetings, teachers will learn and develop new classroom strategies and analyze the impact of these strategies on student learning.
- **Strategic Compensation and Retention-** The district plans to align its performance based compensation system with TAP best practices. This compensation system will be used to reward teachers and principals. Determination of performance pay will be comprehensive, with teacher performance determined in three ways: 1) skills, knowledge and responsibilities, 2) individual value-added student achievement, and 3) school-wide value-added student achievement.
- **Recruiting and Hiring-** Utilizing TAP best practices design intentionally aligns systems for recruiting, promoting, supporting, evaluating and compensating teaching talent to enhance not only teacher effectiveness but also job satisfaction and collegiality, which directly impacts recruitment and retention of effective teachers in high-need schools. Retention of quality teachers, in turn, has a direct impact on student achievement. In school districts, including Athens ISD, campuses that have successfully implemented TAP best practices have higher teacher retention rates.

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- **Career Pathways-** Multiple career paths offer incentives to teachers to take on new leadership roles and assume additional responsibilities with commensurate pay without leaving the classroom. These roles include career teachers, mentor teachers and instructional coaches. Career teachers are regular classroom teachers and mentor teachers are classroom teachers who are released for a specific amount of time each week to support career teachers. Instructional coaches are not assigned to a particular classroom, but rather work as an instructional leader with teachers to deliver high quality instruction directly to students.

Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 107-901

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

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Texas Education Agency Standard Application System (SAS)

Schedule #6—Program Budget Summary

County-district number or vendor ID: 107-901	Amendment # (for amendments only):
Program authority: General Appropriations Act, Article III, Rider 47, 83rd Texas Legislature	
Project period: April 1, 2014, through August 31, 2016	
Fund code: 429	

Part 1: Budget Summary

Schedule #	Title	Class/ Object Code	Year 1 (4/1/14 – 8/31/15)		Year 2 (9/1/14 – 8/31/16)		
			Direct Program Costs	Direct Admin Costs	Total Budgeted Costs	Direct Program Costs	Direct Admin Costs
Schedule #7	Payroll Costs (6100)	6100	\$946,550	\$0	\$946,550	\$946,550	\$0
Schedule #8	Professional and Contracted Services (6200)	6200	\$26,290	\$0	\$26,290	\$26,290	\$0
Schedule #9	Supplies and Materials (6300)	6300	\$0	\$0	\$0	\$0	\$0
Schedule #10	Other Operating Costs (6400)	6400	\$25,000	\$0	\$25,000	\$25,000	\$0
Schedule #11	Capital Outlay (6600/15XX)	6600/ 15XX	\$0	\$0	\$0	\$0	\$0
Total direct costs:			\$997,840	\$0	\$997,840	\$997,840	\$0
Percentage% indirect costs (see note):			N/A	\$0	\$0	N/A	\$0
Grand total of budgeted costs (add all entries in each column):			\$997,840	\$0	\$997,840	\$997,840	\$0

Administrative Cost Calculation

	Year 1	Year 2
Enter the total grant amount requested:	\$997,840	\$997,840
Percentage limit on administrative costs established for the program (10%):	X .10	X .10
Multiply and round down to the nearest whole dollar. Enter the result.	\$99,784	\$99,784
This is the maximum amount allowable for administrative costs, including indirect costs:		

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount. Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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Texas Education Agency Standard Application System (SAS)

Schedule #7—Payroll Costs (6100)						
County-district number or vendor ID: 107-901				Amendment # (for amendments only):		
Employee Position Title			Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Year 1	Year 2
Academic/Instructional						
1	Teacher				\$0	\$0
2	Educational aide				\$0	\$0
3	Tutor				\$0	\$0
Program Management and Administration						
4	Project director				\$0	\$0
5	Project coordinator				\$0	\$0
6	Teacher facilitator				\$0	\$0
7	Teacher supervisor				\$0	\$0
8	Secretary/administrative assistant				\$0	\$0
9	Data entry clerk				\$0	\$0
10	Grant accountant/bookkeeper				\$0	\$0
11	Evaluator/evaluation specialist				\$0	\$0
Auxiliary						
12	Counselor				\$0	\$0
13	Social worker				\$0	\$0
14	Community liaison/parent coordinator				\$0	\$0
Other Employee Positions						
15	Instructional Coach 4@\$50,000		4	0	\$200,000	\$200,000
16					\$0	\$0
17					\$0	\$0
18	Subtotal employee costs:				\$200,000	\$200,000
Substitute, Extra-Duty Pay, Benefits Costs						
19	6112	Substitute pay			\$0	\$0
20	6119	Professional staff extra-duty pay			\$660,500	\$660,500
21	6121	Support staff extra-duty pay			\$0	\$0
22	6140	Employee benefits			\$86,050	\$86,050
23	61XX	Tuition remission (IHEs only)			\$0	\$0
24	Subtotal substitute, extra-duty, benefits costs				\$746,550	\$746,550
25	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):				\$946,550	\$946,550

For guidance on when to submit an amendment for changes to salary amounts in line items and a list of unallowable costs, see the guidance posted in the "Amendments" and "Grant Management Resources" sections of the Division of Grants Administration [Grant Management Resources](#) page

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 107-901

Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Expense Item Description		Year 1	Year 2
6269	Rental or lease of buildings, space in buildings, or land	\$0	\$0
	Specify purpose:		
6299	Contracted publication and printing costs (specific approval required only for nonprofits)	\$0	\$0
	Specify purpose:		
a.	Subtotal of professional and contracted services (6200) costs requiring specific approval:	\$0	\$0

Professional Services, Contracted Services, or Subgrants Less Than \$10,000

#	Description of Service and Purpose	Check If Subgrant	Year 1	Year 2
1	NIET Training Portal/ Teacher Observation Rubric	<input type="checkbox"/>	\$8,000	\$8,000
2	Comprehensive Online Data Entry (CODE)	<input type="checkbox"/>	\$8,000	\$8,000
3	SAS- Value Added Data	<input type="checkbox"/>	\$2,550	\$2,550
4	VAL ED- Principal Evaluation based on staff surveys	<input type="checkbox"/>	\$3,240	\$3,240
5	NIET Training and on-site support	<input type="checkbox"/>	\$4,500	\$4,500
6		<input type="checkbox"/>		
7		<input type="checkbox"/>		
8		<input type="checkbox"/>		
9		<input type="checkbox"/>		
10		<input type="checkbox"/>		

b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:

\$26,290

\$26,290

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000

Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
Describe topic/purpose/service:			
1	Contractor's Cost Breakdown of Service to Be Provided		
	Contractor's payroll costs	# of positions: 0	
	Contractor's subgrants, subcontracts, subcontracted services		
	Contractor's supplies and materials		
	Contractor's other operating costs		
	Contractor's capital outlay (allowable for subgrants only)		
	Total budget:		

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Schedule #8—Professional and Contracted Services (6200) (cont.)

County-District Number or Vendor ID: 107-901

Amendment number (for amendments only):

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)

2	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions: 0	\$0	\$0
	Contractor's subgrants, subcontracts, subcontracted services		\$0	\$0
	Contractor's supplies and materials		\$0	\$0
	Contractor's other operating costs		\$0	\$0
	Contractor's capital outlay (allowable for subgrants only)		\$0	\$0
		Total budget:	\$0	\$0
3	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions: 0	\$0	\$0
	Contractor's subgrants, subcontracts, subcontracted services		\$0	\$0
	Contractor's supplies and materials		\$0	\$0
	Contractor's other operating costs		\$0	\$0
	Contractor's capital outlay (allowable for subgrants only)		\$0	\$0
		Total budget:	\$0	\$0
4	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions: 0	\$0	\$0
	Contractor's subgrants, subcontracts, subcontracted services		\$0	\$0
	Contractor's supplies and materials		\$0	\$0
	Contractor's other operating costs		\$0	\$0
	Contractor's capital outlay (allowable for subgrants only)		\$0	\$0
		Total budget:	\$0	\$0
5	Specify topic/purpose/service: National Institute for Excellence in Teaching training and on-site support		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions: 0	\$0	\$0
	Contractor's subgrants, subcontracts, subcontracted services		\$0	\$0
	Contractor's supplies and materials		\$0	\$0
	Contractor's other operating costs		\$0	\$0
	Contractor's capital outlay (allowable for subgrants only)		\$0	\$0
		Total budget:	\$0	\$0

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Schedule #8—Professional and Contracted Services (6200) (cont.)

County-District Number or Vendor ID: 107-901

Amendment number (for amendments only):

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)

6	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions: 0	\$0	\$0
	Contractor's subgrants, subcontracts, subcontracted services		\$0	\$0
	Contractor's supplies and materials		\$0	\$0
	Contractor's other operating costs		\$0	\$0
	Contractor's capital outlay (allowable for subgrants only)		\$0	\$0
Total budget:		\$0	\$0	
7	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions: 0	\$0	\$0
	Contractor's subgrants, subcontracts, subcontracted services		\$0	\$0
	Contractor's supplies and materials		\$0	\$0
	Contractor's other operating costs		\$0	\$0
	Contractor's capital outlay (allowable for subgrants only)		\$0	\$0
Total budget:		\$0	\$0	
8	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions: 0	\$0	\$0
	Contractor's subgrants, subcontracts, subcontracted services		\$0	\$0
	Contractor's supplies and materials		\$0	\$0
	Contractor's other operating costs		\$0	\$0
	Contractor's capital outlay (allowable for subgrants only)		\$0	\$0
Total budget:		\$0	\$0	
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:		\$0	\$0	
a. Subtotal of professional services, contracted services, and subgrant costs requiring specific approval:		\$0	\$0	
b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:		\$26,290	\$26,290	
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:		\$0	\$0	
d. Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:		\$0	\$0	
(Sum of lines a, b, c, and d) Grand total		\$26,290	\$26,290	

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 107-901

Amendment number (for amendments only):

Expense Item Description

6399	Technology Hardware—Not Capitalized						Year 1	Year 2
	#	Type	Purpose	Quantity	Unit Cost			
	1				\$0			
	2				\$0			
	3				\$0			
	4				\$0			
	5				\$0			
6399	Technology software—Not capitalized						\$0	\$0
6399	Supplies and materials associated with advisory council or committee						\$0	\$0
Subtotal supplies and materials requiring specific approval:							\$0	\$0
	Remaining 6300—Supplies and materials that do not require specific approval:						\$0	\$0
Grand total:							\$0	\$0

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #10—Other Operating Costs (6400)			
County-District Number or Vendor ID: 107-901		Amendment number (for amendments only):	
Expense Item Description		Year 1	Year 2
6411	Out-of-state travel for employees (Includes registration fees)	\$25,000	\$25,000
	Specify purpose: Travel for staff training.		
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations.	\$0	\$0
	Specify purpose:		
6413	Stipends for non-employees (specific approval required only for nonprofit organizations)	\$0	\$0
	Specify purpose:		
6419	Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations	\$0	\$0
	Specify purpose:		
6411/ 6419	Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees	\$0	\$0
	Specify purpose:		
6429	Actual losses that could have been covered by permissible insurance	\$0	\$0
6490	Indemnification compensation for loss or damage	\$0	\$0
6490	Advisory council/committee travel or other expenses	\$0	\$0
6499	Membership dues in civic or community organizations (not allowable for university applicants)	\$0	\$0
	Specify name and purpose of organization:		
6499	Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations)	\$0	\$0
	Specify purpose:		
Subtotal other operating costs requiring specific approval:		\$25,000	\$25,000
Remaining 6400—Other operating costs that do not require specific approval:		\$0	\$0
Grand total:		\$25,000	\$25,000

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. See [TEA Guidelines Related to Specific Costs](#) for more information about field trips. For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #11—Capital Outlay (6600/15XX)					
County-District Number or Vendor ID: 107-901			Amendment number (for amendments only):		
15XX is only for use by charter schools sponsored by a nonprofit organization.					
#	Description/Purpose	Quantity	Unit Cost	Year 1	Year 2
6669/15XX—Library Books and Media (capitalized and controlled by library)					
1		N/A	N/A	\$0	\$0
66XX/15XX—Technology hardware, capitalized					
2			\$0	\$0	\$0
3			\$	\$	\$
4			\$	\$	\$
5			\$	\$	\$
6			\$	\$	\$
7			\$	\$	\$
8			\$	\$	\$
9			\$	\$	\$
10			\$	\$	\$
11			\$	\$	\$
66XX/15XX—Technology software, capitalized					
12			\$0	\$0	\$0
13			\$	\$	\$
14			\$	\$	\$
15			\$	\$	\$
16			\$	\$	\$
17			\$	\$	\$
18			\$	\$	\$
66XX/15XX—Equipment, furniture, or vehicles					
19			\$0	\$0	\$0
20			\$	\$	\$
21			\$	\$	\$
22			\$	\$	\$
23			\$	\$	\$
24			\$	\$	\$
25			\$	\$	\$
26			\$	\$	\$
27			\$	\$	\$
28			\$	\$	\$
66XX/15XX—Capital expenditures for improvements to land, buildings, or equipment that materially increase their value or useful life					
29				\$0	\$0
Grand total:				\$0	\$0

For a list of unallowable costs, as well as guidance related to capital outlay, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 107-901

Amendment # (for amendments only):

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total enrollment:

Category	Number	Percentage	Category	Percentage
African American	331	14.2%	Attendance rate	96%
Hispanic	1,097	47.1%	Annual dropout rate (Gr 9-12)	1%
White	872	37.5%	TAKS met 2011 standard, all tests (sum of all grades tested; standard accountability indicator)	67%
Asian	28	1.2%	TAKS commended 2011 performance, all tests (sum of all grades tested)	6%
Economically disadvantaged	1,850	76.3%	Students taking the ACT and/or SAT	56.4%
Limited English proficient (LEP)	706	29.1%	Average SAT score (number value, not a percentage)	1392
Disciplinary placements	1,491	13.2%	Average ACT score (number value, not a percentage)	18.9

Comments

Athens ISD has experienced a significant shift in demographics over the past fifteen years. Along with that shift and coupled with the national economic downturn of recent years, the district has also experienced a significant increase in the percentage of economically disadvantaged students. While the current percentage of economically disadvantaged students district-wide is 73%, it is much higher at the primary grades. Athens ISD is experiencing slow, but steady growth at the primary level. AISD operates two primary campuses (Early Childhood – Grade 3). Bel Air Elementary has a student enrollment of 615, with 67.2 % minority students and 83.8 % economically disadvantaged. South Athens Elementary has a student enrollment of 594, with 62.5 % minority students and 78 % economically disadvantaged.

Part 2: Teacher Demographics. Enter the data requested. If data is not available, enter DNA.

Category	Number	Percentage	Category	Number	Percentage
African American	9	5.4%	No degree	0	0%
Hispanic	12	7.2%	Bachelor's degree	138	87.3%
White	146	87.4%	Master's degree	20	12.7%
Asian	0	0%	Doctorate	0	0%
1-5 years exp.	53	31.7%	Avg. salary, 1-5 years exp.	\$37,386	N/A
6-10 years exp.	29	17.4%	Avg. salary, 6-10 years exp.	\$39,888	N/A
11-20 years exp.	44	26.3%	Avg. salary, 11-20 years exp.	\$46,035	N/A
Over 20 years exp.	24	14.4%	Avg. salary, over 20 years exp.	\$52,113	N/A

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 107-901

Amendment # (for amendments only):

Part 3: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	194	239	256	247	251	228	248	244	226	267					2,400
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:	194	239	256	247	251	228	248	244	226	267					2,400

Part 4: Teachers to Be Served with Grant Funds. Enter the number of teachers, by grade and type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	9	13	17	16	24	17	17	15	15	13					156
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:	9	13	17	16	24	17	17	15	15	13					156

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Schedule #13—Needs Assessment

County-district number or vendor ID: 107-901

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Athens ISD has been involved with the implementation of the TAP system at targeted campuses over the past six years, and has experienced student success because of the added support related to teacher coaching and mentoring, professional development and compensation. Campuses that have implemented the system have also experienced quantifiable decreases in the number of staff leaving. Teacher retention rates are higher on three of the four campuses that have the longest history of implementation. Data will be reviewed during the spring and summer of 2014 to determine if the trend continues, and whether the middle school will begin to experience a similar benefit. Athens Middle School has experienced a large teacher turnover, as well as, numerous changes in campus administrative leadership. This has resulted in student academic performance that is concerning. Athens ISD believes the continued utilization of TAP best practices will assist in stabilizing the campus and moving it forward. Bel Air Elementary, South Athens Elementary, and Athens Intermediate have benefitted from an increase in teacher retention rates, and student academic progress had been increasing on each of those campuses prior to the implementation of the new state standardized testing, coupled with the introduction of a new curriculum. Additionally, several district-level administrators retired or left during the critical time of moving to a new state testing system. With district level leadership firmly in place, Athens ISD is focused on the singular purpose of increasing student achievement results by improving instructional practices of its professional staff.

The goal is to implement the TAP system on four of the five campuses. After conducting a needs assessment with the District Education Improvement Committee, and meeting with campus principals, it was determined that Athens High School would not participate. This decision was primarily the result of several factors: the high school has had numerous principals in recent years. The current principal has been there two years, and is expected to remain. She was, previously, the administrator of the district's highly successful Early College High School and is in the process of utilizing a similar design on the comprehensive campus. It was felt by all stakeholders that, although the high school would certainly benefit at some point from participating in a system that utilizes TAP best practices, the campus is currently experiencing positive change in implementing campus redesign based on some college board components, many of which mirror the model of TAP best practices. The high school is participating in the NIET Pilot Program for teacher evaluations, which also mirrors the TAP evaluation instrument.

Stakeholders within the district believe it is in the best interest of Athens ISD, and each individual campus, to have Bel Air Elementary, South Athens Elementary, Athens Intermediate, and Athens Middle School, participate in the EEIP utilizing a model of TAP best practices along with the NIET teacher evaluation rubric. This would align all five campuses in the use of the same teacher evaluation instrument. Additionally, one of the best practices of the TAP system involves a principal evaluation component. Athens ISD plans to expand the use of that same instrument to the high school to further align evaluation instruments across the district.

A needs assessment survey was distributed at the District Education Improvement Committee meeting on January 13, 2014. The results of the survey identified three high-need areas: 1) recruitment and retention of high quality staff, 2) strategic compensation for all staff, and 3) a strong teacher induction and mentoring program. On January 14 and 17, campus principals met to discuss and prioritize specific needs. The results indicate they are most concerned with continuing to provide job-embedded professional development for teachers, utilizing a teacher evaluation system that includes multiple observations, and recruiting and retaining highly qualified staff. Surveys conducted with campus leadership teams on January 15, identified prioritized needs that include collaborative learning time for teachers, teacher mentoring, and providing opportunities for teachers to take on greater leadership roles through career pathways. The local Board of Trustees was informed of the results of these needs assessments at a meeting on January 16, 2013.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 107-901

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority.

Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Student academic performance on the State of Texas's STAAR assessment	Athens ISD has many successful student programs, including fine arts, athletics, and CTE, among others; however, the area of greatest concern is the performance of all students on the STAAR assessment. The district had experienced an upward trajectory during the TAKS assessment era, but has been unable to make substantial gains in student achievement on the STAAR test. The grant program would address this by providing funds to implement TAP best practices that focus on hiring high quality teachers, retaining them, and providing support through job-embedded professional development.
2.	High quality, job-embedded professional development	Implementation of TAP best practices will allow teachers to meet weekly to review student achievement data, be introduced to research-based instructional strategies that are proven to be effective, and collaborate to identify methods and strategies that are most beneficial for students. Development of professional learning communities during weekly meetings will also assist in aligning learning with practice.
3.	Implementation of a teacher and principal evaluation system that provides frequent, meaningful feedback, allowing opportunities for teacher/principal growth	Utilizing a system that includes multiple evaluations (2 per semester for teachers and multiple components for principals) will allow opportunity for professional growth and development. The use of Pre and Post conferences will provide feedback to enable participants to learn and grow, expanding strengths while addressing areas of concern.
4.	Mentoring of both new and experienced teachers	Over the past several years, state and national trends indicate the loss of teachers to the profession during the first few years. Student learning is impacted when there exists a continual cycle of hiring and replacing teachers. Experienced teachers need coaching, as well, in order to maintain their effectiveness in the classroom. The grant will allow opportunities to provide both instructional coaches and mentors for every teacher on a campus.
5.	Recruitment of highly qualified staff, particularly in high needs areas such as bilingual education, math and science	Athens ISD is located in a small rural community in East Texas. Though attempts have been made to address compensation, the district struggles to compete with neighboring districts that are larger in size, or located near large cities. The rural setting and lower pay scale make it difficult to attract the strongest teacher/administrator candidates. The grant will allow the district to provide performance-based compensation to reward the most highly effective teachers/administrators.

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Schedule #14—Management Plan

County-district number or vendor ID: 107-901

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Coordinator of Elementary Curriculum	Mrs. Renee Campbell has served as a campus level administrator in the district for sixteen years. She was the principal of a primary campus that successfully implemented the TAP system for two years. She currently supports campuses in the implementation process of the TAP system and serves as the liaison between NIET and the school district.
2.	Assistant Superintendent	Dr. Janie Sims has successfully overseen the implementation of the TAP system in a variety of roles, including campus principal, Director of Curriculum, and Assistant Superintendent. She has managed the budgetary process for multiple campuses implementing the TAP system, as well as the NIET pilot evaluation project in Texas.
3.	Chief Financial Officer	Mr. Randy Jones has held the position as the district's CFO for fifteen years. During that time he has overseen the financial elements of numerous grants, including District Awards for Teacher Excellence, Teacher Incentive Funds, and others.
4.	NIET Staff	Athens ISD has established a strong working relationship with various staff associated with the National Institute for Excellence in Teaching, and at various levels of implementation of TAP elements. The relationship has developed over a period of six years.
5.		

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Induction and Mentoring	1. Mentor training at the Athens Summer Institute	7-1-14	8-1-14
		2. CORE training by NIET for new coaches/mentors	7-1-14	8-15-14
		3. Principal training on Val-Ed evaluation system	9-1-14	9-30-14
		4. All teaching staff trained on NIET rubric/mentoring	8-18-14	8-22-14
		5. Weekly mentoring begins for all teachers	9-1-14	5-31-15
2.	Evaluation	1. Campus leadership teams train on new eval system	7-1-14	8-1-14
		2. Principals train on new Val-Ed system	9-1-14	9-30-14
		3. Campus leadership teams prepare eval schedules	7-1-14	8-15-14
		4. Teachers receive training on new eval rubric/system	8-18-14	8-22-14
		5. Evaluations conducted	9-15-14	4-15-15
3.	Professional Development and Collaboration	1. Campus leadership teams train on TAP best practs.	7-1-14	8-1-14
		2. Teachers train on TAP best practices	8-18-14	8-22-14
		3. Teachers participate in weekly prof. dev. meetings	9-1-14	5-31-15
		4.		
		5.		
4.	Strategic Compensation and Retention	1. All stakeholders receive information on comp. plan	5-1-14	6-30-14
		2. All staff receive training on the district's comp. plan	8-18-14	8-22-14
		3. Student asst. data linked with teacher eval. data	5-1-15	6-1-15
		4. Teacher/Principals receive performance payout	11-15-15	12-31-15
		5.		
5.	Recruiting and Hiring	1. Post opening for Instructional Coaches/mentors	4-15-14	4-30-14
		2. Conduct interviews of highly qualified teachers	5-1-14	5-10-14
		3. Committee selection of Instr. Coaches and mentors	5-11-14	5-16-14
		4. Selected candidates receive pertinent training	7-1-14	8-1-14
		5.		

Grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 107-901

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Campuses are charged with developing school wide goals and annual achievement plans. Prior to development of these goals and plans, campus leadership teams solicit input from teachers and other staff to determine the greatest areas of need. These needs include professional concerns, as well as student achievement concerns. Through this needs assessment process leadership teams work to develop specific goals and objectives based on areas of student achievement deficits. Data are analyzed from federal performance reports, state assessment reports, information from the regional education service center, and local assessments. A gap analysis is performed using DMAC Solutions (Data Management for Assessment and Curriculum) through Region VII Service Center, to identify specific student groups in need of additional support. Data are analyzed through a variety of lenses, including gender, ethnicity, language acquisition, and socio-economic status.

Each campus monitors student achievement data, as well as, teacher observation data, including the link between the two. Campus leadership teams meet weekly to discuss the data, teacher groups meet weekly to review data and learn new instructional strategies. Campus principals share the data with campus site-based decision making committees, and the district educational improvement committee. Additional information is disseminated to all staff during monthly faculty meetings.

Campus principals meet monthly with district level leadership, including the superintendent, to discuss progress. Principals, also, meet regularly with district curriculum coordinators to review data and to monitor progress toward goals. Campus principals submit a monthly report to the superintendent and board of trustees that includes student achievement data, as well as program-specific information. In these ways, changes can be communicated more efficiently.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

For a period of six years Athens ISD has participated at some level in efforts similar to the planned project. The district has utilized funds from DATE grants to implement the TAP system, beginning with one campus. The effects were immediate and positively impactful. Because of the success of the project implementation on that campus, the district sought to extend the model to other campuses. With DATE grant funds ending after three years, Athens ISD chose to participate in the federal TIF grant project from 2010 that allowed for the continuation of TAP implementation at the Intermediate campus, and expanded participation to two other campuses – Bel Air Elementary and South Athens Elementary. After one year of successful expansion, the district, again, was notified of an opportunity to utilize TIF grant funds to further expand the TAP model to the middle school. Though the TAP system has been successfully implemented on four campuses, the district has struggled to identify additional sources of revenue to sustain the system. Specifically, we are currently working within parameters that require a 20% match of funding and it has stretched the local budget to do so. The district was invited to participate in the federal TIF 4 grant opportunity and, for a period of time, strongly considered doing so; however, the parameters seemed ill-defined and uncertain, and it was determined it would not be in the best interest of the district to pursue that particular funding source. The superintendent and assistant superintendent sought some additional funding from a private foundation and were able to secure a one-time donation to ensure implementation of local programming goals through the 2013-2014 school year. Athens ISD will be unable to continue to utilize the TAP system beyond the 2013-2014 school year unless additional revenue sources are secured. Although the district is experiencing an increase in student population, it is a slow increase. Property taxes remain steady, but with its rural location, it is unlikely the district will benefit from any significant revenue increases in the immediate and foreseeable future. Athens ISD would like to continue to implement a similar program with some variations to the TAP system that has been in place; however, this will not be possible without additional funding.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 107-901

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Linking student achievement data specifically to teachers providing instruction	1.	Fall submission of data linking students to teachers
		2.	Mid-year review to monitor and correct any changes in student-teacher linkage
		3.	Submission of student assessment results with subsequent value-added report
2.	Conducting multiple teacher evaluations	1.	Input teacher data into the CODE system at the beginning of the school year
		2.	Campuses conduct four teacher evaluations, announced and unannounced
		3.	Leadership teams continually monitor, all data submitted to CODE in April
3.	Completing principal evaluations to include multiple measures	1.	Input principal data into the Val-Ed system at the beginning of the school year
		2.	Part I during fall semester to include self-eval, supervisor input, teacher input
		3.	Part II during spring semester includes self-eval, supervisor and teacher input
4.	Ongoing, applied professional development for teachers	1.	Teachers participate in weekly, documented professional learning meetings
		2.	Coaching and/or mentoring schedules established and documented
		3.	Teachers provide input through survey during the second semester
5.		1.	
		2.	
		3.	

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Athens ISD has extensive experience in data collection processes, specifically related to fulfillment of grant requirements. The district has hired a data analyst who is responsible for all pertinent and required data collection to be submitted to federal, state, and local entities. In conjunction with the Coordinator of Technology, this individual will be responsible for the collection and submission of all data necessary to satisfy grant requirements. This will include student achievement and attendance data that will be submitted to SAS to compute classroom and campus value-added scores, as well as submitting student-teacher linkage data for the same purpose.

Data specifically related to teacher evaluations will be submitted through the CODE system within the NIET Portal. This data will be submitted by campus leadership team members throughout the school year and according to a schedule developed by campus teams.

Data related to principal evaluations will be submitted by supervisors, teachers, and principals themselves (self-assessments) two times per year through the Val-Ed System.

Submission of data on a regular, on-going basis, according to a planned schedule, will enable project managers to oversee the timely submission of all data, and take appropriate action to ensure data is submitted at the appropriate times.

Any additional data collection required by the Texas Education Agency will be collected at the district level and submitted by the grants manager.

Participants: 174 teachers (including counselors and librarians), 9 principals and assistant principals, and 2400 students, grades PK -8, involving 4 campuses.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 107-901

Amendment # (for amendments only):

Statutory Requirement 1: Required - Describe the components of the induction system, including a mentorship or instructional coaching program, with details such as mentor selection and training, mentor stipends, mentor/mentee meetings and release time, and mentee observation opportunities. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

In Athens ISD, our program will be closely aligned with the TAP system, utilizing elements of TAP best practices. One of the key components is that of providing opportunities for multiple career paths for teachers. These roles include classroom teacher, mentor teacher, and instructional coaches. Past experience with this system has also yielded an additional pathway – that of identifying potentially outstanding candidates for campus level administrative positions to those who choose this direction. Representatives from each participating campus will assist in the process of interviewing and selecting the most highly qualified candidates for the roles of instructional coaches and mentor teachers. Additionally, each campus will utilize designated mentor teachers to work with smaller groups of teachers to provide additional support through general mentoring, specific instructional coaching, and evaluation.

Instructional coach and mentor selection process

The four targeted campuses will be served by two instructional coaches. The number of instructional coaches is aligned with TAP best practices and Athens ISD has experience in identifying candidates and working within this model. These coaches will devote their time to evaluate and provide leadership support to all teachers on campus. This support system includes modeling and co-teaching, analyzing data to facilitate academic growth and providing weekly professional development based on campus needs. Professional development will provide teachers with new instructional strategies that have been proven to produce learning gains for students.

The number of mentor teachers on each campus will be based on a ratio of 1 mentor to 10-12 career teachers. The role of the mentor teacher will be to support smaller groups of teachers, as well as individual teachers, to provide general mentoring, specific instructional coaching, and evaluation. Release time will be given to mentor teachers to allow opportunities for guidance, coaching, classroom visits, and evaluation so that all teachers will receive the support necessary to improve instruction and increase student achievement.

Instructional coaches and mentor teachers will be selected through a process that includes intensive interviews and a presentation to an interview committee. The purpose of the presentation is to evaluate the confidence and skill level in an adult learning environment since one of the primary roles of both instructional coaches and mentor teachers will be to conduct weekly professional development sessions with all teachers. The selection committee will consist of teachers, principals, curriculum coordinators and the assistant superintendent. Both instructional coaches and mentor teachers are expected to possess evidence of personal, successful results in increasing student achievement; excellent communication skills; an understanding of how to facilitate growth in adults; and instructional expertise demonstrated through model teaching, team teaching, video presentations and student achievement gains. Additionally, instructional coaches are required to have at least five years of successful teaching as measured by performance evaluations and mentor teachers are required to have three years successful teaching experience. They must also demonstrate expertise in content, curriculum development, student learning and data analysis. Teachers who demonstrate these required skills are likely to be able to apply their skill set to the challenges of the participating schools, and are likely to be effective.

Induction system

As members of the campus leadership team instructional coaches and mentor teachers are required to attend an extensive CORE training during the summer before program implementation. This initial CORE training will focus on the induction system, including an in depth training on the evaluation process, leadership team and cluster group meetings, which serve as weekly professional development sessions. CORE training will be required only for those instructional coaches and mentor teachers who have not previously attended the training. Each leadership team member, including administrators, instructional coaches and mentor teachers must successfully complete a certification test annually in order to become a certified NIET evaluator.

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Instructional Coach

Each participating campus will have two instructional coaches. Instructional coaches support rigorous instruction by demonstrating and modeling lessons, conducting evaluations, observing classroom instruction, team teaching and planning and presenting professional development during weekly cluster meetings. These coaches will prepare for and conduct the weekly professional development meetings, and will ensure only high quality research-based instructional strategies are introduced to the teachers. All professional development must be based on data analysis, teacher observations and the instructional/academic goals of the campus. Each instructional coach will receive a stipend of \$7,000.

Mentor teachers – role, release time, observation opportunities, stipends

The role of the mentor teacher will be to support small group and individual teachers through classroom visits so that all teachers will receive the support necessary to improve instruction and increase student achievement. In addition, the mentor role involves serving as a liaison between the instructional coach and career teachers to ensure all teachers are receiving the support necessary to improve their instruction and increase student achievement. By including mentors who are provided release time weekly, the model ensures that all teachers have the opportunity to be mentored. Mentor teachers will receive a half-day (3-1/2 hours) per week to support mentees through observing, coaching, modeling and co teaching. Each mentor will be responsible for 10-12 teachers on a campus. This will ensure that every career teacher, both new and experienced, has the needed support to increase their skill level in the classroom. This support is a key component to assist the district in improving teacher retention rates. Mentor teachers will serve on the campus leadership team and will participate in weekly campus leadership team meetings to monitor teacher and student growth. Each mentor will receive a stipend of \$3,500.

Leadership Teams

The Leadership Team is composed of campus administrators, instructional coaches and mentor teachers. The teams will meet weekly for a minimum of one hour. The team will develop academic goals by analyzing teacher and student performance data.

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County-district number or vendor ID: 107-901

Amendment # (for amendments only):

Statutory Requirement 2: Required - Describe the steps taken in conducting multiple observations for teachers throughout the school year and identify what observation rubric is used, who is trained and deployed to observe teachers, and the goals of both pre- and post-observation meetings. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Teacher Evaluation

Teacher effectiveness will be evaluated annually based on multiple measures, including student achievement growth at the classroom and school-wide level, the average of scores from four or more classroom observations each year, and a teacher professionalism measure.

Classroom observations (two announced and two unannounced) will be conducted by administrators, instructional coaches and mentor teachers. To ensure the rigor of these observations, the evaluators must undergo training and annual certification in the use of NIET's rigorous classroom evaluation standards, known as the TAP Skills, Knowledge and Responsibilities Performance Standards/ NIET Rubric.

The rubric is shared and taught to teachers during the early stages of implementation, providing them with the standards to which they will be held accountable before they are evaluated. Teacher evaluations produce more than a score; before each announced visit, teachers have a "pre-conference" session with their evaluator to review lesson plans, discuss expectations and areas of focus. Then after each classroom observation, there is a "post-conference" session with the evaluator to discuss the observation including both teacher and evaluator scores. This cognitive coaching session offers teachers the opportunity to develop a plan for building on strengths and improving weaknesses. Evaluators must present evidence supporting the score they assigned to the teacher, further increasing the credibility, relevancy and transparency of the evaluation system. Additionally, the teacher must self-reflect and score each component of the lesson. Both the evaluator's scores and the teacher self-reflective scores are entered into the Comprehensive Online Data Entry (CODE) system. The data management system automatically tracks scores to ensure inter-rater reliability among evaluators.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 107-901

Amendment # (for amendments only):

Statutory Requirement 3: Required - Describe the formal evaluation process, including what evaluation rubric is used, the domains addressed and the evidence sought to support evaluation results, including multiple measures of teacher performance, such as student growth, teacher self-assessment and student evaluations, who conducts formal evaluations, the timing (when and how long) of formal evaluations, and the process and content of summative evaluation meetings. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Teachers will be evaluated annually using multiple measures, which are combined using a clearly defined evaluation rubric to rate their performance on a 5 point scale.

Multiple observation-based assessments per year. Teachers will be evaluated by members of the leadership team (ie. principal(s), assistant principal(s), instructional coaches and mentor teachers) four or more times a year in announced and unannounced classroom observations using the National Institute for Excellence in Teaching (NIET) Rubric. The TAP Teaching Standards are the backbone of NIET's observation system. These Standards were developed based on education psychology and cognitive science research focused on learning and instruction. They are aligned with professional teaching standards as they were based on an extensive review of publications from national and state teacher standards organizations. The standards identify a range of proficiency on various indicators, providing a more accurate representation of teachers' instruction. Evaluators are trained to conduct observations that allow for viewing of the beginning, middle and end of a lesson. The lesson lengths vary based upon content and grade level. The evaluation process is imbedded within a larger scope of professional development for the school. Evaluators are annually recertified before conducting evaluations. The standards cover "Instruction," "Designing and Planning" and "Professionalism" as defined in 19 indicators scored on a 5-point rubric that ranges from Significantly Below Expectations (1) to At Expectations (3) to Significantly Above Expectations (5).

The rubric is taught and teachers are thoroughly trained prior to the tool being used in an observation. These teacher evaluations produce more than a score; before each announced visit, teachers have a "pre-conference" session with their evaluator to discuss expectations and areas of focus. Then after all classroom observations, there is a "post-conference" session with the evaluator to discuss the findings. This cognitive coaching session offers teachers the opportunity to develop a plan for building on strengths and improving weaknesses. Evaluators must present evidence supporting the score they assigned to the teacher, further increasing the credibility, relevancy and transparency of the evaluation system. Additionally, the teacher must self-reflect and score each component of the lesson. Leadership performance standards are established for instructional coaches, mentor and career teachers, providing an additional measure of effectiveness. These performance standards are measured using a Professionalism survey that takes into account the different responsibilities and leadership roles of the teachers in each position. The survey is scored on a 5-point rubric that ranges from Significantly Below Expectations (1) to At Expectations (3) to Significantly Above Expectations (5).

Teachers' comprehensive evaluations will also partially depend on value-added growth at the school level and the professionalism survey. Both of these measures are scored on a five-point scale. At the end of the school year, administrators will conduct summative conferences with each teacher to discuss the results of the comprehensive evaluation process including identifying refinement and reinforcement areas and collaborating with teachers to set goals.

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Schedule #16—Responses to Statutory Requirements

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Amendment # (for amendments only):

Statutory Requirement 4: Required - Describe the accommodations that will allow for regular collaboration opportunities within the school week for teachers to discuss and share pedagogical strategies. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

A system utilizing TAP best practices incorporates both strategies that research studies have found to be potentially effective—collaborative learning teams and instructional coaching (Biancarosa et. al, 2010; Sanders et. al, 2009). Such systems also take the next critical step by helping schools create an infrastructure that supports high-quality professional development, and ensures that the activities ultimately deliver positive results, both for teachers and for their students. Best practices of the TAP system combine collaborative teams and classroom coaching to maximize the potential impact of both strategies.

Cluster Meetings (collaboration activities)

In participating schools, teachers will receive one-on-one coaching from instructional coaches and mentor teachers. These same teacher-leaders will also lead collaborative teams of teachers called "cluster groups," which meet weekly for a minimum of 45 minutes within the school day to learn and develop new classroom strategies and to analyze the impact of those strategies on student learning. After every cluster meeting, coaches and mentor teachers will provide targeted follow-up coaching to help teachers master and effectively implement the strategies they worked on during the meeting, carefully calibrated to meet each teacher's individual needs. The district's coaches and mentor teachers will also serve on a school-wide leadership team, led by the principal, which will set clear goals for cluster groups and monitor progress to ensure success.

As previously stated, the system combines collaborative teams and classroom coaching to maximize the potential impact of both strategies in improving the skills of teachers in the classroom. In traditional models of professional development educators are likely to attend a session provided away from the school site with content delivered by external presenters. In this traditional model there is rarely follow-up provided with teachers in order to ensure that they have adequately applied the new information to their classroom instruction, or are being supported in their new professional learning. In contrast, the experts leading the professional development in schools implementing TAP best practices are working in the same facility and with the same students as the teachers they are supporting. Targeted schools included in this project are committed to implementing this high-impact model of professional development having demonstrated such by participating in previous campus redesign efforts.

Unlike the fragmented and disconnected approach to professional development still common in most schools, a campus redesign utilizing TAP best practices provides teachers with a highly structured and focused form of professional development that is ongoing, job-embedded, collaborative, driven by analysis of a teachers' specific student achievement data, and led by expert instructors. Instructional coaches, mentor teachers and the principal have explicit responsibility for planning and leading a range of inter-related professional development activities. While the professional development structure is common across schools, the content is entirely driven by careful analysis of student and teacher needs in any given school. Weekly cluster group meetings foster an environment in which teachers freely collaborate and analyze instructional strategies and student achievement outcomes. Restructuring the school schedule to provide time during the regular school day for groups of teachers to collaborate, analyze, and learn, with a focus on student learning, is a key component of professional development. After coaches introduce a new strategy, teachers use the strategy in their own classrooms, then return to cluster meetings with pre- and post-test data from formative assessments so that the group can discuss how well the strategy worked and refine it further if necessary.

Individualized Coaching. An important aspect of a campus-specific, tailored professional development model is the expectation that instructional coaches and mentor teachers will follow up after cluster meetings to provide every teacher with one-on-one coaching. They are provided training, authority, time, and additional compensation for these roles. Coaches and mentor teachers carefully calibrate the content and form of coaching to meet teachers' individual needs based specifically on the students in the teachers' classroom.

Instructional coaches and mentor teachers employ a wide range of coaching techniques that can be adapted to suit teachers' individual needs. Some teachers might benefit most from "lighter" coaching in which the coach or mentor teacher observes the teacher applying the new strategy during a lesson and then follows up with reflective questions and feedback. Other teachers might benefit most from a demonstration lesson during which they get to observe the coach or mentor modeling the strategy again, this time with an actual classroom of students. Still other teachers might need more intensive "elbow-to-elbow" coaching wherein they co-teach a lesson to a classroom of students—right alongside the

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coach or mentor teacher.

Instructional coaches and mentor teachers regularly visit teachers' classrooms to provide highly intensive and personalized coaching that can take a wide variety of forms, from teaching demonstration lessons to modeling specific instructional strategies or skills to team teaching. For example, instructional coaches or mentor teachers often visit classrooms to demonstrate new instructional strategy after introducing it during a cluster group meeting. Coaching can take place outside the classroom, as well. Instructional coaches meet with teachers to brainstorm, troubleshoot, collaborate on lesson planning, review student work, provide feedback on teachers' plans and ideas, or to review and discuss how a lesson went.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 107-901

Amendment # (for amendments only):

Statutory Requirement 5: Required - Describe the steps taken to plan, provide and/or facilitate professional development activities and opportunities within the school week tied to observation and formal evaluation results as well as both formal and informal student assessment data. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Ongoing job-embedded professional development designed to support teachers in increasing their skills and effectiveness is an essential element of the NIET/TAP system. Professional development in these schools is provided by school-based expert instructional coaches and mentor teachers, who have been selected to take on additional responsibilities based on their records of improving student achievement and successful work with adult learners. For teachers to have substantive learning opportunities, practitioners and researchers have emphasized the need for schools to redesign the workplace and create ample time for teachers to meet during their regular work hours (Education Week, 2004). Schedules are structured to allow professional development activities to take place during the school day. Every week, coaches and mentor teachers lead career teachers in "cluster groups," small professional development sessions focused on instructional improvement for increasing student achievement. Cluster groups are grade- or subject-specific and typically have five to eight members. Professional development extends into each classroom as coaches model lessons, observe instruction and support teachers to improve their practice. In this way the professional development not only focuses on instructional strategies as previously discussed but is also tied to evaluation results and student assessment data.

NIET/TAP Addresses the Needs of Schools, Teachers and Principals

Rather than rely on outside experts offering one day workshops, schools utilizing components of the TAP system recruit or develop their own experts who structure professional development around: 1) the needs of students as identified through classroom assessments; 2) the needs of teachers as identified through classroom observations and student work; and 3) the needs of principals as identified through needs of teachers and students. Student data is analyzed regularly during campus leadership team meetings and weekly cluster groups to ensure that the professional development remains focused on improving student outcomes.

Campus Leadership Team Meetings. These teams analyze student and teacher observation data for persistent areas of weakness across the campus. The broad needs of the school, as identified by the leadership team, inform the topics for the weekly cluster meetings. For example, in schools with weak scores on reading comprehension, the leadership team will utilize or create assessments to isolate specific sub-skills of reading comprehension (e.g., making inferences). The team monitors the research of specific student-based strategies and the vetted results to plan for cluster implementation.

Cluster Groups. Instructional coaches and mentor teachers use group settings (cluster meetings) and individual opportunities (e.g., coaching; model teaching) to help teachers build their skills. Cluster groups are focused on building teacher expertise with specific instructional strategies or tools applicable across the subject matter. The need for specific instructional strategies or tools is identified through analysis of student work from individual teachers' classrooms. Coaches and mentor teachers use evaluation data (SKR score and value-added data) through CODE to analyze areas for improvement across the faculty and for an individual teacher, and address these areas of need in weekly cluster meetings.

These strategies help teachers focus on how students learn and the methods teachers can use to enhance instruction. Instructional coaches use existing research and experts within and outside the NIET network to select student learning strategies. As stated by Jerald (2009), "Importantly, the new instructional strategies introduced during cluster meetings are not just 'best practices' brought back from a conference, but rather carefully identified and adapted strategies that relate directly to the school's improvement plan." Coaches and mentor teachers teach, or test, the strategies with students in the school while systematically tracking progress in the targeted skill. This allows them to model the strategy effectively for teachers.

At each cluster meeting, teachers analyze student work to determine the impact of a previous strategy on their students' growth. Based on those results, they then identify modifications or extensions they may need to provide to their students. Additionally, teachers are required to administer pre- and post-assessments to their students so they can measure progress towards mastering the targeted skill. These assessments are focused on a specific student learning need and are aligned to the state assessment, which can provide teachers with predictors for how students will ultimately perform on the school's high stakes tests.

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Other Support. All teachers are provided the opportunity and resources to improve their skills and raise student achievement. This is particularly relevant for teachers who are not meeting the criteria for effectiveness. Professional development does not end with the cluster meeting. Teachers also receive individualized support in their classrooms. This support is based on the needs of the teacher and may vary from lesson planning to the modeling of specific instructional strategies in a teacher's classroom. The value of this support is magnified by the fact that the teacher receives guidance from the *same* instructional coach and mentor teacher throughout the year, ensuring that the instructional coach, as the provider of professional development and evaluations, has had an active role in tracking the progress and needs of a specific teacher.

As noted, teachers who have demonstrated ongoing effectiveness also benefit from this individualized attention. In these case, support from expert instructional coaches will serve to further hone their skills in the classroom. Teachers with sustained effectiveness have the opportunity to take on expanded roles and responsibilities as coaches and mentor teachers.

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Schedule #16—Responses to Statutory Requirements

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Amendment # (for amendments only):

Statutory Requirement 6: Required - Describe the strategic compensation plan that differentiates compensation, such as compensation based on responsibilities most closely aligned to improving students' performance and teachers' pedagogical growth, or teacher compensation based on market supply and shortage needs. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Structure of Performance-Based Compensation

Performance-based compensation for teachers. The system rewards teachers and principals who demonstrate effectiveness on multiple measures - including student growth and classroom observations - with differentiated levels of bonuses. Teachers earn performance-based compensation based on evaluation measures: classroom value added, school-wide value added, and professionalism scores. Performance awards will be based on the following weights: 50% for the teacher evaluation score, 30% for individual classroom achievement growth and 20% for school-wide achievement growth. In the event that the individual classroom achievement portion is not applicable due to a teacher teaching an untested grade or subject, the teacher's 30% weight for classroom achievement gains will be shifted to school wide achievement gains. Their payout will be based on 50% for the teacher evaluation score and 50% for school-wide achievement growth. Principals' payout will also be based on 50% for principal evaluations and 50% for school-wide growth. Minimum performance levels have been established for each portion of the award. Teachers must score 3 or higher to earn either the classroom or school-wide value-added portion of performance pay. Minimum professionalism scores are different depending on the teacher role, reflecting the different responsibilities and expectations for career, mentor, and instructional coaches. Career teachers must earn a minimum average score of 3 or higher, mentor teachers a score of 3.5 or higher and instructional coaches a score of 4 or higher to qualify for the professionalism portion of the performance pay. A teacher could earn a partial award for meeting minimum performance levels for one of the measures, even if he or she did not meet minimum performance levels on the other two measures. Within each measure, teachers receive a larger award as their score increases, differentiating incentives and ensuring performance awards are of sufficient size to affect behavior.

The size and structure of performance awards have been proven to affect educator behavior and recruitment and retention decisions in high-need schools.

Multiple measures and a mixed model of group and individual incentives are used to achieve the behavioral changes necessary to recruit and retain effective teachers and to increase buy-in, collaboration, and collegiality in schools. Individual performance incentives are comprised of classroom value-added (when available) and professionalism scores. The school-wide value-added measure is group performance incentive. Based on the results of this experience, and the research below, we believe the incentives proposed for the Partnership schools will be sufficient to affect teacher behavior. The comprehensive approach to incentives attracts effective teachers and principals because of its opportunities for expanded pay and supportive working environment in high-need schools. In addition, performance-based incentives, instructionally focused accountability and on-site professional development support continuing improvement in teaching and leadership skills. In this way, TAP best practices increase the percentage of effective educators in a school through a combination of recruitment and retention.

Research shows performance incentives in the range of 8% are effective:

Odden & Wallace (2007) recommend a range of 4 to 8% of base pay for performance bonuses in education. Lavy (2002) found positive gains in student achievement resulting from a bonus plan offering up to 3% of base pay, although many researchers recommend larger bonuses than that. A study of a performance incentives program in North Carolina found improvements in student achievement associated with award sizes as small as \$1500 (Vigdor, 2009).

Size of awards. Performance incentives that are 5% or more of base pay have proven high enough to change behavior in the context of the TAP system of comprehensive reform (Daley, Kim 2010). Given the critical recruitment and retention needs and the added difficulties posed by a rural location, district leaders believe that offering teachers the opportunity to earn performance awards greater than 5% of base pay is crucial to being competitive with neighboring districts that offer much higher salaries. Therefore, the participating schools and districts will create a fund for performance bonuses by setting aside \$3,000 for each teacher and \$2,500 for each principal/assistant principal, which is consistent with the research recommendations.

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Structure of award. Classroom student growth measures are an important part of measuring teacher performance since they are more closely linked with individual teacher performance. Teachers can analyze the link between their students' achievement growth and their own instructional skills, with the help of the leadership team. This helps teachers to better understand specifically how to change their own practice to increase their students' achievement.

Basing a portion of the overall incentive on the school-wide value-added measure is important for two critical reasons. First, not all teachers receive individual classroom scores, and this measure gives them an opportunity to receive bonuses based on the whole school's student achievement growth. Second, theory, research and 14 years of experience in TAP schools indicate that school-wide performance awards promote professional collaboration, staff collegiality, and alignment of organizational resources with instructional goals. The optimal approach to incentives is to balance individual and group incentives wherever possible as it motivates high personal performance as well as positive contribution.

Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 107-901

Amendment # (for amendments only):

Statutory Requirement 7: Preferred - Describe the steps taken in the recruitment and hiring process, including early hiring practices, evidence used to determine the quality of the applicant, of the education preparation program attended, and of previous teaching experience, if applicable. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

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According to leading education writer and policy expert Craig Jerald, "The TAP design does not achieve alignment merely by including teacher evaluation and professional development along with teacher pay in the model, but rather by employing several explicit strategies that allow other school-wide practices to support and reinforce differentiated compensation, and vice versa" (Jerald, 2009). TAP best practices intentionally aligns systems for recruiting, promoting, supporting, evaluating and compensating teaching talent to enhance not only teacher effectiveness, but also job satisfaction and collegiality, which directly impact recruitment and retention of effective teachers in high-need schools.

During the past year Athens ISD has made significant changes in its hiring and recruitments efforts. The superintendent has initiated new practices to better attract and secure quality teacher candidates. Some of the initiatives include:

Earlier postings of available teaching positions will be a priority moving forward. Being located in a rural area, and competition from surrounding districts creates challenges in the recruitment and hiring process. Athens ISD has previously posted job openings only with the regional service center. A few years ago the district contracted with a different and larger service center for this service, while continuing to post with the local service center. This has not yielded the expected candidate pool and has, in fact, created other challenges. This spring AISD is contracting with the Region 10 Education Service Center to broaden the candidate pool. This service center is adjacent to the local Region 7 area, and is expected to yield a substantially larger applicant pool. Athens ISD will begin using the Teacher Job Network through Region 10 Educational Service Center in February of 2014.. The Teacher Job Network includes an online application and job posting service. The TJN system includes a complete job-vacancy to job-hiring workflow structure and multiple methods of searching for qualified applicants. TJN also includes recruitment of highly qualified personnel in Texas and out-of-state college and university job fairs.

In the past year the district has implemented a four-step hiring process that includes a campus interview committee, a personal meeting with the assistant superintendent, superintendent review, and final approval by the Board of Trustees. The goal is to have multiple reviewers of potential candidates to ensure the best teachers are hired to fill teaching vacancies.

The district had move away from participating in teacher job fairs, but this spring will return to that practice. Universities/colleges will be targeted for visits that specifically offer candidate pools in critical needs areas such as bilingual certification, math and science specialists, and minority teachers.

Athens ISD plans to initiate a move to assist more of its teachers in obtaining ESL certification. The goal is for all elementary classroom teachers to become ESL certified, and all secondary core teachers. Beginning in the summer of 2014 and phasing in over a two year period, the district plans to reimburse teachers for the cost of the certification test when provided with confirmation of successful completion.

In the summer of 2013, the local Board of Trustees approved funding so the district is able to offer a stipend in the amount of \$5,000 to attract high quality candidates in the areas of math and science at the high school campus. Expansion to include all secondary math and science teachers will be considered following a review of impact and consideration of available funding for this purpose.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 107-901

Amendment # (for amendments only):

Statutory Requirement 8: Preferred - Describe the multiple career pathways for classroom teachers that provide additional opportunities for advancement through responsibilities such as campus leadership, mentorship, instructional coaching, directing collaboration activities, observing teachers, or providing pedagogical professional development to teachers and administrators. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Multiple career paths incentivize teachers to take on new leadership roles (i.e., instructional coach and mentor teacher) and additional responsibilities with corresponding increase in compensation. These roles are career teacher, mentor teacher and instructional coach.

Career teachers are instructors who have direct responsibility for student learning. Mentor teachers have the responsibility of student instruction but also have the additional role of mentoring a small group of career teachers. Weekly release time is built into schedules to allow mentor teachers to support their teacher groups. Instructional coaches play a completely different role as they are not assigned to a specific classroom, but rather work as an instructional leader and primarily deliver instruction to teachers. Instructional coaches and mentor teachers are selected through a competitive, performance-based hiring process and form a campus leadership team, along with the principal and assistant principal, to deliver school-based professional support and conduct classroom observations. As previously detailed the instructional coaches and mentor teachers are responsible for providing professional development through cluster group meetings, campus leadership team meetings, providing classroom support for observations including coaching, modeling, co-teaching, demonstrating lessons, conducting pre- and post-conferences and providing other individualized support.

Another career pathway that may develop through this process is that of identifying and hiring those teachers who desire to move into expanded leadership roles that include campus administrative positions. Having previously participated in a similar model, this has been a by-product of the development of career pathways. Athens ISD currently has personnel in administrative positions who previously served in teacher roles on TAP campuses. These include: a campus principal who was previously a TAP master teacher, a campus academic dean who was previously a TAP master teacher and assistant principal, the assistant superintendent who previously served as principal of two TAP campuses and who oversaw the expansion of that system within the district, the coordinator of elementary curriculum who was the principal of a TAP campus, two principals who served in the position of assistant principal on TAP campuses, two assistant principals who previously served as master teachers in the district, and others who served in the role of career or mentor teachers and who moved into mentor and master roles involving a greater level of leadership and responsibility.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 107-901

Amendment # (for amendments only):

Statutory Requirement 9: If seeking waiver – Describe why waiving the identified section of the TEC is necessary to carry out the purposes of the program as described by the TEC, §21.7011. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Not applicable.

Statutory Requirement 10: If seeking waiver – Describe the evidence used to demonstrate approval for the waiver by a vote of a majority of the members of the school district board of trustees. Response is limited to space provided

Not applicable.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 107-901

Amendment # (for amendments only):

Statutory Requirement 11: If seeking waiver – Describe the evidence used to demonstrate approval for the waiver by a vote of a majority of the educators employed at each campus for which the waiver is sought. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Not applicable.

Statutory Requirement 12: If seeking waiver – Describe evidence used to demonstrate that the voting occurred during the school year and in a manner that ensured that all educators entitled to vote had a reasonable opportunity to participate in the voting. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Not applicable.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 107-901

Amendment # (for amendments only):

TEA Program Requirement 1: Provide a needs self-assessment, detailing the challenges the applicant faces in implementing the practices of their local educator excellence innovation plan without grant funds. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Teacher retention, professional growth, and improved student performance are some of the district's greatest needs. Over the last six years, Athens ISD has had the privilege of participating in the TAP program. On campuses where TAP Best Practices have been implemented, we have seen improvement in all of these areas. What the EEIP Grant will allow us to do is take the best components of the TAP program, from which we have previously received the greatest benefit, and continue them for the improvement of the district.

There are strong correlations between the improved teacher retention rates of Athens ISD and the performance-based compensation that the district has been able to provide with previous grants. The strongest campus in the district in this regard, Athens Intermediate, has been with TAP for six years. They have had the lowest rate of turnover in the district. The two elementary campuses have been with TAP for three years and Athens Middle School is in its second year. The elementary campuses have seen their rate of retention improve and we expect to see the same at Athens Middle School, where it is an area of concern that previously has not been effectively addressed. It is the belief of the district that the campuses which are newer to TAP, which have seen improvements in school culture and school climate, will continue to improve and grow along with the Athens Intermediate. Without funding from the EEIP Grant, this crucial element of the program, performance-based compensation, will no longer be able to continue. Athens ISD is certain that cancellation of this practice will negatively impact teacher retention.

The EEIP Grant will also allow Athens ISD to purchase components of the NIET evaluation system such as CODE and the necessary training that accompanies it. The NIET evaluation system is more than a means of effectively recording teacher observations. The comprehensive rubric by which teachers are evaluated allows teachers to understand what effective instruction is much better than the previously used PDAS system did. The practices promoted in the NIET teacher evaluation system support professional growth by promoting a collaborative and constructive dialogue between the teacher and the evaluator. A further benefit of using the NIET evaluation system is that Instructional Coaches will be able to target areas of practice from the NIET rubric in cluster meetings. Through this, teachers will be able to see effective instruction modeled and have conversations about how best to implement these practices. The funding that the EEIP grant will provide will go beyond simply allowing us to purchase a means of recording observations. It will provide a means to purchase the tools that will facilitate professional growth and effective learning communities that otherwise the district cannot afford. This will pay further dividends for Athens ISD in that it will also serve the need of teacher retention by helping us to provide an environment in which teachers feel supported and have the chance to grow professionally. Another benefit of this grant is that it will allow Athens ISD to fund multiple career paths for teachers. A key to teacher retention is providing teachers the opportunity to grow professionally and advance in their careers. Traditionally, if an educator wants to advance or make more money they must look at leaving the classroom and entering administration or perhaps becoming a counselor. A negative outcome of this is that it frequently takes those teachers with the most ambition, who are often the best teachers, out of the classroom completely. Worse still, it offers those who have no desire to enter administration a very limited scope for advancing in their careers. Offering a means to advance as a teacher, in the case of Athens ISD, from Career Teacher to Mentor Teacher, and even to Instructional Coach, allows the district the opportunity to keep the best teachers in the classroom while still offering them a path to advance, grow, and improve their income. Providing these opportunities will positively influence teacher retention and the incentives for growing as a professional.

Most importantly, the net result of all of the innovations that the EEIP grant will fund is that the goal of each innovation is to improve student performance. There are mountains of evidence to support the contention that teacher retention and professional growth positively impact student performance. The EEIP grant will allow us to invest in our teachers in a way that we could never do on our own.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 107-901

Amendment # (for amendments only):

TEA Program Requirement 2: Provide a single, integrated timeline for the anticipated steps necessary to fulfill the plan for each of the various practices in the local educator excellence innovation plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

All six components of the grant, including both required and preferred elements, must be conducted in an integrated manner. While all six may not be required or necessary for grant participation, if included, no one component can be implemented in isolation. Each one supports another.

Athens ISD has experience with implementation of all six components – induction/mentoring, evaluation of teachers and principals, ongoing, applied, specific professional development involving substantial collaboration, strategic, performance-based compensation including a value-add measure, retention practices, recruiting/hiring, and offering career pathways for certified staff.

As with any major initiative, it is imperative that all stakeholders be made aware of the district's intent to participate in the grant and this should be accomplished, initially, prior to grant submission. This process should continue throughout the life of the grant, but should include significantly strong communication in the beginning stages of implementation when all components of the grant are being considered. Since the grant involves implementation of an alternative teacher evaluation and principal evaluation system, and a shift in compensation, it is imperative that information be readily available and meetings be conducted to ensure as much clarity as is practicable. Informational meetings should include presentations by district/campus administrators to groups such as, the Board of Trustees, the District Educational Improvement Committee, campus administrators, campus leadership teams, Site-based Decision Making Committees, campus faculty, parent-teacher organizations, and other civic/community groups.

Once grant participation approval has been received from the Texas Education Agency the district will post openings for Instructional Coaches and Mentor Teachers, followed by committee interviews and selection of highly qualified candidates by June 1 of 2014. During the summer months all campus leadership teams will receive CORE training from the National Institute for Excellence in Education (NIET) if new to the program, and local training updates if a returning leadership team member. This training will focus on the new teacher evaluation system and will prepare and certify leadership team members to evaluate teachers. Principals will also receive training during the summer on the new evaluation system, or Val-Ed. Athens ISD will host a Summer Institute to allow campus leadership teams to develop and plan school goals, evaluation calendars, professional development calendars and plans, and mentor/coaching schedules. These will be submitted to the district's grant manager. In August, teachers from all participating campuses will receive training on the teacher evaluation system and processes, as well as information on the compensation model and requirements. Additionally, teachers will receive information on the coaching/mentoring process and will be assigned specific coaches and mentors for the year. Teachers will receive detailed training on the evaluation rubric during the first four weeks of the school year. Evaluations will begin immediately following this training and will continue until mid-April when final submissions are to be submitted in the CODE system.

Once during each semester, principals will complete an on-line self-assessment, teachers will complete a survey for campus administrators, and the principals' supervisor will complete an evaluation. Campus principals will evaluate assistant principals utilizing the same tool. These will be completed by mid-May of 2015.

All student assessment data, based on STAAR results, will be submitted to SAS by the end of May to assist in the student-teacher linkage process. All teacher evaluation data will be submitted by the end of April and returned to the district by mid-May so principals can conduct individual conferences to review results. Principal evaluation data should be received and individual conferences conducted by the end of May. The district will receive value-added campus reports during the summer. Principals will receive and review student-teacher linkage final data in the fall, with teachers receiving performance-based, value-added compensation by the end of December.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 107-901

Amendment # (for amendments only):

TEA Program Requirement 3: Provide evidence of support from affected personnel groups for both the decision to participate in the grant program and for the general parameters of the plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

In the recent past, campuses implementing all components of the TAP system with fidelity participated in a campus vote of potentially affected certified staff. Bel-Air Elementary, South Athens Elementary, and Athens Intermediate schools all elected to participate in the program with a greater than 90 percent approval vote. Athens Middle School moved forward with implementation with a vote greater than 75%; however, the campus recently received its first performance-based compensation payout, and the response has been even more favorable among middle school staff. All four campuses have indicated their desire to continue with a similar system if funding can be secured. All four campus principals are in favor of continuing with a similar system, having met formally on January 14 and 17. On January 16, 2014, the local Board of Trustees were informed of the district's desire to seek funding through the Educator Excellence Innovation Program to continue with implementation of a system similar to that which has been in place in the district. Program managers will include the Coordinator of Elementary Curriculum who has previously and successfully led Bel Air Elementary School through the implementation of the TAP system, and the Assistant Superintendent who secured the first DATE grant funds to bring the TAP system to Athens ISD and who successfully implemented the model at Athens Intermediate School, and two additional expansions to both primary campuses, and later, to the middle school campus.

TEA Program Requirement 4: Indicate whether participation will be district-wide, meaning all campuses in the district will participate in the EEIP, or, if not, provide a list of those campuses that will participate in the EEIP. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Athens ISD is made up of five separate campuses: two primary campuses housing grades PK – 3, an intermediate campus serving grades 4 – 5, a middle school with grades 6 –8, and a high school that includes grades 9 – 12. We are seeking to include four campuses in the EEIP – Bel Air Elementary School, South Athens Elementary School, Athens Intermediate School, and Athens Middle School. These campuses have all previously been involved in the implementation of the TAP system and have done so with fidelity. Athens Intermediate School has been a TAP campus since 2008 and is concluding year six. The system was expanded to include Bel Air and South Athens in 2011 and those are concluding year three. The district had the opportunity to include the middle school in 2012 and that campus is concluding year two. Athens ISD first implemented the TAP system at the Intermediate campus utilizing DATE grant funds (District Awards for Teacher Excellence), and did so for a period of three years. The district had an opportunity to be included in the federal Teacher Incentive Fund initiative in 2011, thus allowing for the expansion to Bel Air and South Athens. AISD received an invitation to include the middle school campus in the summer of 2012 when additional TIF grant funding was made available. The district has much experience and success in implementing the TAP system and would like to continue to use most of the components of the system (those the campuses and district have identified as the most effective and best practices that will most benefit AISD), while also expanding on other best practices.

Specifically, the campuses would like to expand professional development activities by including instructional rounds (two per six weeks cycle) on each of these campuses.

The high school campus is currently participating in the NIET Pilot Program. Athens ISD seeks to align the teacher evaluation instrument on all five campuses and, so, would like to use the same evaluation rubric (NIET) on all other campuses, while utilizing TAP best practices related to design, embedded professional development, and mentoring. The district seeks to further align district practices across campuses by including a principal evaluation system (Val-Ed) on all five campuses.

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